

REDLINE VERSION

NCTE Executive Committee – 4.22.16 / Update 6.1.16

**School Counselor
Endorsement Guidelines
To Accompany Rule 24**

**(Adopted by the State Board
of Education on / /)**

006.48 School Counselor

006.48A Grade Levels: ~~PK-6; 7-12;~~ PK-12

006.48B Endorsement Type: ~~Subject (PK-6; 7-12); Field (PK-12)~~

006.48C Persons with this endorsement may serve as school counselors in prekindergarten through grade 12. ~~the grade levels of the endorsement (PK-6; 7-12; PK-12).~~

006.48D Certification Endorsement Requirements: ~~This~~ The endorsement shall require ~~the applicant to have two (2) years of teaching experience in an approved or accredited PK-12 district or system; and:~~

006.48D1 a Master's Degree in Counseling which includes the coursework leading to ~~with~~ a specialization in School Counseling and is ~~with~~ a minimum of 36 graduate semester hours which include:

006.48D2 a minimum of ~~At least~~ 100 clock-hours of school counseling ~~related~~ field experiences prior to internship; and

006.48D3 a school counseling internship with a minimum of ~~At least~~ 450 clock-hours; and ~~of internship at the grade levels of the endorsement.~~

006.48D4 a previously earned teaching certificate with an endorsement contained in 92 NAC 24; or

006.48D41 if the candidate has not previously earned a teaching certificate with an endorsement contained in 92 NAC 24, the candidate must complete a minimum of 12 semester hours which must address core curriculum design, lesson plan development, classroom management strategies, student assessment, special education, and differentiated instructional strategies; and includes an additional 100-clock hours of school-related field experiences.

006.48E Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

006.48F Effective September 1, 2015, an applicant will be required to submit a passing score as set forth in Appendix C for the applicable content test for the first-time placement of this endorsement on a Nebraska certificate or permit.

**THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN UNDER THIS
ENDORSEMENT.**

Through the courses identified in its plan, the institution must provide School Counselor candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines: ~~shall provide the following content:~~

SCHOOL COUNSELING PROGRAM:

School counselors shall possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (Third Edition 2010 or most current). The competencies required include the following:

Standard 1. School counselors shall articulate and demonstrate an understanding of:

- Element 1. Their role as leaders who collaborate with stakeholders to improve student achievement and who are uniquely positioned to be student advocates and systems change agents.
- Element 2. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate postsecondary education for every student to be college and career ready;
- Element 3. Educational systems, philosophies and current trends in education, including federal and state legislation and education initiatives;
- Element 4. Measurement and assessment literacy;
- Element 5. The continuum of mental health services, including prevention, intervention, and referral strategies to enhance student success.
- Element 6. Theories of development, learning, social justice, counseling, career development, and cultural competence as well as students with diverse needs.
- Element 7. Legal and ethical issues unique to school counseling.

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FOUNDATION

Standard 2. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the foundations component and implement the elements in of a school counseling program, including:

Element 1. Program Focus complete with beliefs, benefits, vision and outcomes; for students and for the school counseling program.

Element 2. Student School Counseling Standards & Competencies

A. Mindsets and Behaviors -National School Counseling standards

B. Local, district and state academic standards

C. Nebraska Career Readiness Standards (employability skills)

Element 3. ASCA Professional School Counselor Competencies

~~Element 1. Mission of the school counseling program that aligns with current school improvement and student success initiatives at the school, district and state levels;~~

~~Element 2. History and purpose of school counseling, including traditional and transformed roles of school counselors;~~

~~Element 3. District, state and national student standards and competencies;~~

~~Element 4. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies;~~

~~Element 5. The three domains of academic achievement, career planning, and personal and social development.~~

MANAGEMENT SYSTEM

Standard 3. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Management component and implement these elements in a school counseling program, including:

Element 1. Use school counselor competency assessment and school counseling program assessments;

Element 2. Use current and emerging technology to efficiently manage the school counseling program;

Element 3. Use time assessment to measure and determine that 80% of time is spent in direct services as recommended;

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Element 4. Create annual agreements with administrators;

Element 5. Establish advisory councils to review and make recommendations for the program;

Element 6. Use data to measure results of the school counseling program;

Element 7. Prepare action plans detailing how the school counselor intends to achieve results in school counseling curriculum, small groups and closing-the-gap activities;

Element 8. Develop lesson plans, design curriculum, implement classroom management strategies and differentiated instructional strategies;

Element 9. Create annual and weekly calendars to provide information about program activities.

~~**Standard 4.** School counselors shall articulate and demonstrate an understanding of:~~

~~Element 1. Data-informed decision making;~~

~~Element 2. Management tools (Calendars, Principal-Counselor Responsibilities Agreements, Action Plans, Advisory Councils, Use of time); and~~

~~Element 3. Current and emerging technologies such as use of the Internet, Web-based resources and management information systems.~~

DELIVERY SYSTEM

Standard 4. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Delivery component and implement the elements of a school counseling program in classroom school counseling lessons, small group activities, and individual counseling/student planning sessions.

Element 1. Direct Services in Academic Development: Develop a program for PreK-12 Academic Development.

Develop an Academic Development program to teach effective learning strategies, self-management behaviors and related skills for academic achievement. The program includes academic counseling and advisement to access higher education. Content should include: transitions strategies through the PreK-12 and to postsecondary education, instruction of postsecondary entrance requirements, education planning, academic growth mindsets, knowledge of grading, transcripts, registering for courses/activities aligned to goals, assessments, access to special academic programs, career academies, advanced placement, dual credit, college early entry, or other educational opportunities and related skills

needed for academic achievement aligned to postsecondary and career goals of students.

Element 2. Direct Services in Career Development: Develop a program for PreK-12 College and Career Readiness.

Develop A Career Development program that includes: self-awareness, career exploration, and career planning and management. Content should include: NDE-Nebraska Career Education and Career Technical Education resources; Nebraska Career Readiness Standards; Postsecondary access and financial aid resources from Nebraska EducationQuest Foundation; transition activities, and planning for all students, including students with disabilities.

Element 3. Direct Services in Social/Emotional Development: Develop a program for PreK-12 Social Emotional Development.

Develop A Social Emotional Learning program to support students to acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, appreciate diversity, establish and maintain positive relationships, and make responsible decisions to improve achievement.

Element 4. Direct Services for Individual Student Planning: Develop a program for Individual Student Planning (Personal Learning Plans in Nebraska), a document and a process that students use-with support from school counselors, teachers, and parents-to define career goals and postsecondary plans to inform decisions for registration of courses and activities throughout high school that lead to graduation and college and career access.

Element 5. Direct Services for Responsive Services: Develop a program for Responsive Services-services designed to help students resolve academic, career and social/emotional issues-including: counseling, crisis response, and referral resources within the school and community.

Element 6. Develop a program for Indirect Services-to promote student achievement and to improve equity and access for all students. Indirect Services may include strategies for referral processes, consultation, collaboration, and parent/family engagement, establishing community partnerships and/or development of new evidence based programs to support student achievement.

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~~Standard 3. School counselors shall articulate and demonstrate an understanding of:~~

~~Element 1. PK-12 Guidance Curriculum, which includes:~~

- ~~A. Classroom Instruction;~~
- ~~B. Interdisciplinary curriculum development;~~
- ~~C. Group Activities; and~~
- ~~D. Parent workshops and instruction.~~

~~Element 2. Individual Student Planning, which includes:~~

- ~~A. Career Guidance; and~~
- ~~B. Educational Planning.~~

~~Element 3. Responsive Services, which include:~~

- ~~A. Counseling techniques and applications that work in varied school settings;~~
- ~~B. Crisis counseling and intervention;~~
- ~~C. Consultation;~~
- ~~D. Individual and small-group counseling;~~
- ~~E. Referrals; and~~
- ~~F. Peer facilitation.~~

~~Element 4. Systems Support, which includes:~~

- ~~A. Professional development;~~
- ~~B. Consultation, collaboration and teaming; and~~
- ~~C. Program management and operations.~~

ACCOUNTABILITY

Standard 5. School counselors shall possess the knowledge, abilities, skills and attitudes necessary to design the Accountability component and implement these elements in a school counseling program, including:

Element 1. School Data Profile Analysis-Provide summary of school achievement, attendance, behavior, safety, assessments, dual credit participation, course taking patterns, college and career readiness, graduation rate, postsecondary going rate, parent participation etc.;

Element 2. Use-of-Time Assessment Analysis: School counselor will plan for 80% or more of their time on direct and indirect student services;

Element 3. Program Results-Analysis: Develop school counseling program results reports to ensure effectiveness and to inform decisions related to program improvement using curriculum results, small-group results and closing-the-gap results;

Element 4. School Counselors will share results and goals of the school counseling program to stakeholders regularly; employing school counselor skills of leadership, advocacy and systemic change for the benefit of all students to higher achievement.

Element 5. Evaluation and Improvement: The school counselor will self-assess using the ASCA School Counselor competencies and ethics and participate in a school counselor performance appraisal with school administration. The school counselor will conduct program assessments to evaluate goals and results of the school counseling program.

~~Standard 5.~~ ~~School counselors shall articulate and demonstrate an understanding of:~~

~~Element 1. Basic concepts of results-based school counseling and accountability issues;~~

~~Element 2. Basic research and statistical concepts to read and conduct research;~~

~~Element 3. Use of data to evaluate program effectiveness and to determine program needs; and~~

~~Element 4. Program audits and student results reports.~~

Standard 6. School Related Field Experiences for a ~~prospective~~ School Counselor ~~candidate must shall~~ include at least 100 clock-hours in school settings ~~at the grade levels of the endorsement~~ in one or more components of the ASCA National Model (i.e., Foundation, Management, Delivery, ~~Management~~, and/or Accountability) prior to the internship experience.

If the school counselor candidate does not have a teaching endorsement, or has not completed an educator preparation program, an additional 100 clock-hour practicum specifically addressing core curriculum design, lesson plan development, classroom management strategies, student assessment, special education, and differentiated instructional strategies is also required.

Standard 7. Internship experiences must include a minimum of ~~at least~~ 450 clock-hours under the supervision of a certified school counselor, and demonstration of the competencies in these guidelines. The internship experiences must shall take place in a school setting. One hundred eighty (180) of the 450 clock-hours must shall be in direct service, including but not limited to, individual

and group counseling, individual student planning, or developmental classroom guidance.

Notes from School Counselor Ad Hoc – 1.27.16

Difficult to find school counselors to hire; School Counselors on shortage list (has been for some time)

NE is only one of 2-3 states that require 2 years of teaching experience, so not quite 'in sync' with the rest of the nation—but NE is always unique

PK-12 – Counselors need the wide grade span as they are called upon in various situations—not just at the K-6 or 7-12 grade level

Counselors are in classrooms—school boards expect counselors to implement counseling programs; teach in classrooms with wide diversity. They need classroom management, etc.

Candidates study for 2-3 years before getting the endorsement; have to trust counselor preparation programs to prepare qualified school counselors

Rule 10 allows a district to 'grow your own'—teacher needs 6 credit hours/year, so not always prepared for some situations. No limit on how long it takes to complete the endorsement, but there is a limit in teacher preparation programs as to how long credits are accepted. It might take 6-7 years for a person to complete the program. (Longest was 11 years.) After 50% of program is completed, can get a provisional endorsement. Rule 10 language might need some changes.

Rule 10 requirements:

007.05 Guidance Staff. Quality Indicator: A comprehensive, developmental, K-12 guidance and counseling program assists all students in learning skills needed for academic success and for personal, social, and career development. The guidance program includes planned classroom and group activities, counseling services responsive to individuals and small groups, and assistance to students in academic planning and placement. The school and community work cooperatively to provide appropriate support for students, families, and teachers. Guidance and counseling programs are directed by professional staff with appropriate endorsements in guidance and counseling. Professional staff are assigned based upon local needs determined through a formal process documenting the needs.

AQuESTT Tenet: Quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and career.

AQuESTT Tenet: Students are surrounded by effective and qualified educators throughout every learning experience, and every school and district develops effective teachers and leaders to establish a culture of success.

007.05A Each K-12 and each secondary school system assigns at least a one-half time equivalency person to conduct a guidance and counseling program. The level of assignment is determined by the local school system and the person assigned holds a guidance and counseling endorsement appropriate for the level(s) assigned. When enrollment in a school system exceeds 400, the system assigns at least one full-time equivalency appropriately endorsed person. (Note: If fewer than 300 elementary students, do not have to have an elementary counselor and someone else can run the counselor program. If more than 300 elementary students, there must be an assigned counselor at the elementary level.)

007.05B School systems having a total of 300 or more students in the middle grades, secondary grades, or high school grades assign at least a one-half time appropriately endorsed person to provide guidance and counseling for the level. When the total enrollment in any of those levels reaches 450, one full-time equivalent appropriately endorsed person is assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students at any of those levels.

007.05C School districts having 300 or more students in the elementary grades have guidance programs or services available for the elementary students. The procedures and time allotment are determined by the local school district.

007.05D A person holding a Nebraska Teaching Certificate with no endorsement appropriate for guidance and counseling may be assigned to fulfill the requirements of Sections 007.05A and 007.05B if such person has two years of teaching experience and acquires at least six credit hours each year toward an endorsement appropriate for guidance and counseling pursuant to 92 NAC 24. Persons employed by a Nebraska school prior to July 1, 1989, to provide guidance and counseling services and who hold a Nebraska Special Services Certificate with an endorsement appropriate for guidance and counseling services may fulfill the requirements of this regulation.

Eliminating the 2-year teaching requirement will not open up the pool. The shortage is real—and not just in rural NE; urban areas are experiencing shortages, too.

Transition to Teaching will most likely not work for School Counseling, as School Counselor is not an undergraduate program. An individual must have at least 75% of the content to be considered for Transition to Teaching. (Counselor candidates would not have that much content.)

Might need to create options—if a candidate does not have two years teaching experience, there might need to be some additional requirements—or if coming from other states, there might need to be some additional requirements.

It was suggested to have a bachelor's degree program in counseling, as many people interested in school counseling do not wish to be teachers first. Then 'groom' those bachelor's degree candidates through the school counseling master's degree program. (Similar to the way SLP candidates first get a bachelor's degree and then a master's degree.) This would allow for better prepared school counselors.

NE institutions follow ASCA guidelines; top schools use the ASCA model. CACREP accreditation requires even more. At UNO, all candidates take 24 core hours in counseling; then choose a school counselor or clinical counselor track of 24 hours and complete 700 clock hours internship (or 9 credit hours)—UNO is the only CACREP-accredited program in the state. Clinical track requires more diagnostic courses; school counselor track requires more time in schools. UNK indicated many candidates in their program are employed—require a 450-clock hour internship. As school budgets decline and the pool of school counselor candidates declines, school administrators will find creative ways to continue to be an accredited school. Most administrators want the best person possible in the position. Rule 10 requirements at the elementary level are different than at the middle level and high school levels. In view of the times in society and stretched school budgets, elementary students additionally need more mental health support services. We must think of what will best help kids who have many needs.

Three priorities:

- 1) Expand the pool of school counselor-endorsed candidates
- 2) Maintain the quality of professional school counselors
- 3) Regard for the educational environment—students, families, staff

Many school counselors also have to handle mental health issues—in NE, 17 counties have no other counselor in the county.

Counselors must be prepared to handle academic development, career development (College and Career Ready Standards or CCR), and emotional/social development—the three domains of a school counseling program.

A ‘practical day’ for a school counselor:

- 7:45 AM—Arrive at school, network with a colleague (possible abuse case)
 - Harassment issue – meet with a parent and two students
 - Work with two seniors on Buffett Scholarship applications
 - Bullying issue on speech team – coach and student – verbal abuse; include administrator briefing on situation prior to meeting
 - Dating abuse situation (Winter Ball is coming up)
 - Teach 9th grade health class—Depression and Suicide lessons (4 class periods)
- Noon – Ag-related Career Tour in the community for students to attend
 - Meet with a student concerned about another student—suicidal possibility
- 2:00 PM – Leave school to attend meeting in Lincoln

Ad hoc committee reviewed proposed options for School Counselor endorsement. Perhaps a combination or a tiered approach is needed. Rather than a ‘bachelor’s degree’—should say ‘baccalaureate degree’.

Ad hoc committee reviewed proposed Guidelines and discussed each standard, all based on the ASCA model. ASCA advocates that school counselors cannot ‘sit back and wait’, counseling

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programs must use the ASCA model to establish counseling programs. Standard 4 is much more descriptive to align with the NE School Counseling Policy (approved by the State Board) and the ASCA model.

A committee of volunteers will review the proposed Guidelines and send them to all ad hoc committee members to approve.

SCHOOL COUNSELOR AD HOC MEMBERS

Members may fulfill more than one of the categories listed below (Generally 10-12 members)

Ad Hoc Committee Requirements	Possible Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Donna Hoffman, NDE School Counseling Specialist donna.hoffman@nebraska.gov
Current Teachers — Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	1. Cheryl Kreikemeier, Wisner-Pilger Public ckreikemeier@esu2.org 2. Angie Kruse, Columbus Public (NSCA) krusea@discoverers.org
Faculty Members — Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Lyn Forester, Doane lyn.forester@doane.edu 2. Jenny Jansky, UNK janskyjl@unk.edu (Certification Official) 3. Branis Knezevic, WSC brkneze1@wsc.edu
Specialists in the Content Area — Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area.	1. Laura Gaudet, CSC lgaudet@csc.edu 2. Deb Ponec, Creighton dlponec@creighton.edu 3. Linda Vermooten, Grace lvermooten2437@graceu.edu 4. Matt Mims, UNK mimsmj@unk.edu 5. Ann Luther, UNO aluther@unomaha.edu
Administrators — Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Nancy Bond, OPS nancy.bond@ops.org 2. Brenda Leggiadro, LPS bleggia@lps.org 3. John Schwartz, Papillion-LaVista jschwartz@paplv.org 4. Ed Stansberry-Walthill Supt. estansberry@walthillschool.org
NCTE Representation — Representation from the NCTE Standing Committee to which the endorsement has been assigned.	Donna Moss, Hastings Public (NCTE) dmoss@esu9.org Kevin Peters, NDE kevin.peters@nebraska.gov Jay Sears, NSEA Jay.Sears@nsea.org

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NDE Representative with responsibilities related to the endorsement area.	1. Don Loseke, NDE don.loseke@nebraska.gov
<u>Representatives of national/state specialty professional associations</u> or professionals drawn from areas of employment related to the content area.	1. Kristy Clarke, NE School Couns Assn (NSCA) kclarke@centralcityps.org 2. Jerry Wiggins, Gothenburg Public (NSCA) jerry.wiggins@gosweddes.org
<u>Additional P-12 school practitioners or higher education faculty</u> to equalize the representation between these two groups.	1. Alan Bone, Westside (NCTE) abone@cox.net 2. Diane Houdek, Dorchester Public dfisher@esu6.org
NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Pat Madsen, NDE Marlene Beiermann, NDE Sharon Katt, NDE

